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THE PLANNING AND IMPLEMENTATION COMMISSION

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n J. McCordic, Chairman



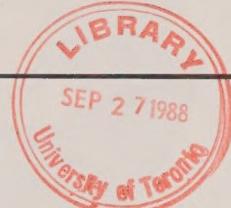
Robert E. Saunders, Chief Executive Officer

April 1988

Vol. 4, No. 2

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CHAIRMAN'S MESSAGE

As a result of the passage of Bill 30, the Education Amendment Act, in 1986, the Planning and Implementation Commission's mandate was extended. The Commission's duties expanded to include its long-term supervision of, and its assistance in, the delicate and complex process of separate school extension in Ontario.

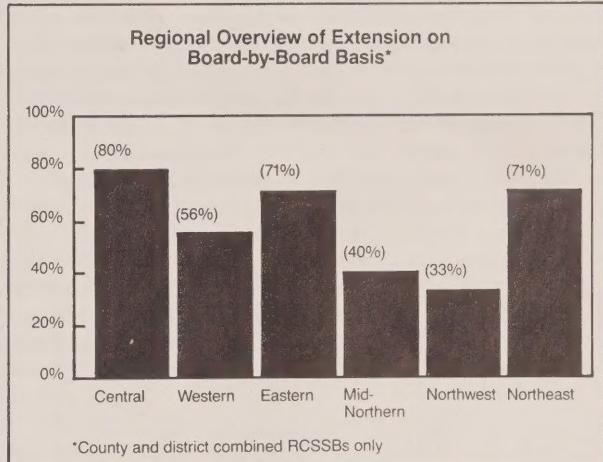
Now, in its fourth year, what type of focus does the Commission have? What are its areas of involvement, and how has Bill 30 reshaped its mandate?

These are important questions for those who believe that the Commission's mandate has been fully achieved. Although many school boards, especially those in urban areas, have sorted out their requirements and now offer a program extending to Grade 12/OAC, many immediate and individual concerns remain. Some are related to program offerings, others relate to the provision of adequate accommodation. These matters reflect the consolidation phase of the extension process.

Board Plans

The graph below provides a cursory glance at extension from a geographical perspective. Not included are ten Roman Catholic separate school boards (isolate) that did not enter into the reorganization of RCSS boards in 1968; these ten have

modest enrolments and do not operate a secondary school. It should also be noted that, for the purpose of the graph, a fully extended board is deemed to be one which provides program offerings at the secondary level in both English and French where a board provides education to both language groups in the elementary panel.



The Commission developed new planning and data-gathering documents described in the previous newsletter in response to the anticipated shift in school board needs. For 1988-89, the Commission received, in addition to statistical information and board plans, requests from 12 jurisdictions, most of which were seeking to extend French-language program offerings through an "en bloc" transfer or through the establishment of a French-language instructional unit. These requests are a challenge for the Commission and will require significant cooperation from the school boards involved.

Third Party Assistance

Many school boards are seeking the Commission's support in resolving accommodation concerns in their area. After reviewing a request from a board, the Commission may decide to provide assistance

from among its own staff. This would usually involve collecting detailed information on the situation through meetings with the boards involved, visits to sites, and interviews. Alternatively, the Commission may call upon the services of a facilitator to help the boards reach a cooperative solution; or it may encourage the boards to develop an agreement independently, if the circumstances warrant such a response. In any event, the Commission's approach in these situations generally will remain informal and low-key.

Joint Committee Reports

Reports prepared by joint committees established among coterminous school boards have been submitted to the Commission (see "Annual Reports of Joint Committees" in this newsletter). They will be an important source of information for the Commission, not only as a record of the progress of extension, but also because they will identify novel approaches to cooperation on a province-wide basis.

At the heart of these activities is the Commission's commitment to work with school boards and associations in developing solutions that respond to the needs of communities across Ontario.

ROBERT E. SAUNDERS APPOINTED CHIEF EXECUTIVE OFFICER OF THE PLANNING AND IMPLEMENTATION COMMISSION

Deputy Minister of Education
Bernard J. Shapiro announced the appointment of Robert E. Saunders as Chief Executive Officer, Planning and Implementation Commission, effective January 4, 1988.

Bob left his position of Superintendent of Schools, Lennox and Addington County Board of Education, in 1978 to join the Ministry of Education's School Business and Finance Branch as an Education Officer and as Chairman of the Provincial Schools Authority. He continued his career in the Policy Liaison and Legislation Branch, Regional Services Secretariat, and the Evaluation and Supervisory Services Branch, working primarily in liaison with external

educational organizations. In 1984, he was seconded to the Planning and Implementation Commission, where he remained until his current appointment.

Bob's diversified background and the excellent work he has already done with the Planning and Implementation Commission have made him the natural successor to the position of Chief Executive Officer.

SHARING A SCHOOL: THE AMHERSTBURG EXPERIENCE

"Good fences", says a character in a Robert Frost poem, "make good neighbours." The truth of this adage is being tested in the several Ontario secondary schools that are shared by public and Roman Catholic boards. This article reports on one of these schools.

Many of Ontario's experiments in sharing classrooms and school facilities have been undertaken for reasons of expedience. As a result of the extension of full funding to RCSS boards and the need to house more students, it often makes economic sense to share a public school building that has space available.

Economics, however, is one thing; being good neighbours without the security of "good fences" is another, as two schools in the southwestern Ontario town of Amherstburg have discovered. Under a three-year agreement signed last July by the Essex County Board of Education and the Essex County RCSS Board, General Amherst High School provided a Roman Catholic school, St. Thomas of Villanova, with sufficient space to enable it to open with Grade 9 in September 1987.

Amherstburg, a town of 8 500, borders the Detroit River about a 45-minute drive south of Windsor. General Amherst High School, built in 1922 and enlarged in the 1960s, serves the town and adjoining rural areas. Loyalty to the school remains strong.



Cliff Pattison, left, principal of General Amherst High School, and Kevin Mulvey, principal of St. Thomas of Villanova, at one of their regular meetings.

"As part of a small-town community," commented Cliff Pattison, who became principal of Amherst in January 1987, "General Amherst has built up traditions that are important both to the school and to the town. Of our 55 teachers, many have taught here for over 20 years, one for 32. Some are former students, some have spent their entire careers here. They identify strongly with the school and, naturally enough, are not entirely happy about sharing it."

Dissatisfaction with sharing erupted during the week of February 22, when students and parents packed a meeting of the Essex County Board of Education to protest the arrangement. They voiced fears that enrolment shifts would result in the loss of the entire school building to Villanova. The board promised to hold a public meeting in March to allow full debate on the issue.

Enrolment at Amherst has been dropping but appears to be levelling off. It was over 1 000 in 1983-84, is 858 this year, and is projected to be close to 700 over each of the next three years. In Mr. Pattison's opinion, an enrolment of between 1 000 and 1 100 is maximum for the school. The nearest other public secondary schools are Sandwich Secondary School, a large composite school about 15 km north of Amherstburg, and Harrow District High School, a small school a little farther away to the southeast.

Sharing proposed by Planning and Implementation Commission

Until this year, most Roman Catholic high school students in Essex County attended public secondary schools or St. Anne High School in Tecumseh, just east of Windsor. A few enrolled in Assumption High School in Windsor. However, St. Anne school suffers from chronic overcrowding and is a long bus ride from the southern part of the county. Since classroom space was available at General Amherst, the Planning and Implementation Commission suggested last year that the school share space with the RCSS board. Jack Wilson, principal of Amherst at the time, was asked to submit a plan showing how the space might be allocated. The plan was accepted, and an agreement was negotiated and signed.

"It was evident something had to be done to provide another Roman Catholic facility in the south of the county," Kevin Mulvey, principal of Villanova, explained. "Both boards looked at the Commission's suggestion that sharing be considered and agreed that it was possible in Amherstburg, at least for the short term."

Under the agreement, Villanova will add Grade 10 this September and Grade 11 in 1989. While the adequacy of classroom space is not seen as an immediate problem, the prospect of sharing their school facilities among more and more students is putting the neighbourliness of General Amherst's administration and staff to the test.

So far, they appear to be meeting the challenge. Kevin Mulvey is gratified by the degree of cooperation he has received.

Villanova receiving high level of cooperation

"At the administrative level," Mr. Mulvey said, "relations between the two schools are very positive. My vice-principal and I meet regularly with our counterparts and are receiving a high level of cooperation. At the staff level, I wouldn't be totally honest if I didn't acknowledge that the Amherst teachers are less than delighted with our presence. Nonetheless, they've been highly professional. The students get along well, mingle in the cafeteria, library, and school grounds, and have friends in both schools."

Mr. Pattison expressed his opinion of sharing candidly: "We're working hard at sharing, but it requires a lot of effort. The most obvious problem lies in the use of our two gyms (one double, one single) for

extracurricular activities. Right now, we work around each other, but two years down the road, with more school teams, the situation will be much more difficult.

"Other problems loom on the horizon. The Amherstburg area, which is home to many Windsor commuters, is not losing population. Villanova has a larger catchment area. Increased student enrolments will stretch our resources, and there is only so much pie to share. In my view, sharing is not a long-term answer, but rather a stop-gap measure implemented with compromise and sacrifice."

Agreement provides for joint-use facilities

The memorandum of agreement provides, among other things, for the joint use of facilities. It directs the two principals to plan for the shared use of two types of specialized facilities: those to which students from each school have equal access (gymnasiums, library, cafeteria), and those assigned for certain time periods (art, music, and theatre arts rooms, and science laboratories). Space can be made for a teacher from one board to instruct students from the other, and for students registered in one school to attend classes offered by the other. This year, fourteen Villanova students are enrolled in Amherst's technical studies program, four in its Italian course, and one in its program for gifted students; one Amherst student is taking français at Villanova. Each school conducts its own extracurricular program.

Transportation is also shared. About two dozen Villanova students in the Amherst area ride on public school buses, and a few Amherst students use the Villanova late bus, which accommodates after-school activities.

When first proposed, the idea of sharing met negative receptions "on both sides of the ratepayer divide," Mr. Mulvey noted.

"On one side," he said, "separate school ratepayers doubted that we could have a Catholic school in a public setting--it would be cosmetic, the full Catholic program couldn't be delivered, etc. On the other, public school ratepayers were afraid that they would eventually lose their school. Everybody was predicting failure, and as a result, our enrolment was lower than expected. However, sharing has not been the disaster so many forecast. Our students are satisfied with their academic and extracurricular programs, and we have been able to create a Catholic environment."

Villanova opened with 94 students and 11.5 teachers, occupying one second-floor

wing (eight rooms) of the school building. It has converted one classroom into a chapel and has a full-time chaplain, Sr. Ann MacDonald. She is responsible for counselling, organizing liturgical ceremonies in the chapel, coordinating monthly school masses in the local parish church, and providing liaison both with the parishes from which Villanova draws students and with elementary schools.

Concern focused primarily on the future

Much of the concern about sharing focuses on what might happen rather than on what is actually happening. As Eric Bryan, Amherst's vice-principal, expressed it, "Our teachers are apprehensive and unsure about their future. The townspeople fear the loss of their community school. A major worry is that Villanova's catchment area is so large that our school is at a disadvantage in attracting students."

These concerns surfaced at the February 22 Board of Education meeting and again on February 26, when 300 Amherst students staged a brief walk-out from classes to demonstrate their opposition to sharing, particularly sharing the school gyms.

To visitors to the school, however, relationships between the students seem entirely amicable. The Chairman of the Planning and Implementation Commission, William J. McCordic, who visited Amherst and Villanova in February after the initial protest, came away much impressed with the discipline evident in both schools and with the deportment of the students.

"Cooperation between the principals is obviously sincere and extensive," Mr. McCordic observed, "and the behaviour of the students in class, in the hallways, and during the lunch hour was exemplary."

With regard to fears that the building will eventually be "taken over" by the RCSS board, Mr. McCordic noted that, in a single school community where a public secondary school has been operating, that school will continue to operate unless the public board decides otherwise. That was the Legislature's intent in placing clause 136V(2)(d) in the Education Act.

Villanova expects about 130 entrants in September 1988 and a larger number in 1989. The school has a catchment area that takes in all the southwestern part of the county and draws pupils from four public secondary school areas: Essex, Harrow, Sandwich, and Amherstburg.

At present, about half of Amherst's enrolment is Roman Catholic. Mr. Pattison's estimate of the loss to Villanova this year is about 60 students.

Although Villanova's opening has accelerated Amherst's enrolment decline, it did not cause the decline. Mr. Mulvey pointed out that many of the students from Amherstburg separate elementary schools have traditionally gone to Roman Catholic high schools in Tecumseh and Windsor. He estimated that about half of his students come from the Amherst catchment area.

Needs for next year under discussion

The two principals have already held extensive discussion on the schools' needs for 1988-89. Mr. Mulvey thinks there will be enough space in the gyms and laboratories for instruction, but he anticipates some friction in trying to run two extracurricular athletic programs in the current gymnasium facilities.



The school library is shared by students from both General Amherst and Villanova.



General Amherst teacher and students in automobile repair shop. Villanova purchases technical studies programs from Amherst.

"Pressure on classroom instructional space could occur in 1989, when we add Grade 11," he said. "By that time, the two schools could have a combined enrolment of more than 1 000. Timetabling could present problems."

A complete review of the situation is to be conducted when the agreement expires in July 1990. However, both principals agree that longer-range planning is essential if the quality of education is to be maintained for students from both schools.

"The ideal situation," said Mr. Pattison, "would be for the RCSS board to have its own school building and purchase technical studies programs from us. About one-third of the space in this building is devoted to shops, and I understand that the RCSS board's long-term intention is to buy technical programs from the public board as long as the sharing continues."

Mr. Mulvey is more optimistic about the future of sharing: "Probably, with some adjustments in the third year, we can make it through the period of the agreement. But I don't see any philosophical reason why sharing cannot continue as long as adequate additional space can be found. In my view, sharing has some benefits for both schools."

Perhaps, to expand on Robert Frost, good neighbours may find that they do not need fences.

ANNUAL REPORTS OF JOINT COMMITTEES

Bill 30, the Education Amendment Act, was passed into law in Ontario in 1986. One of the provisions included in the legislation to promote cooperation between coterminous RCSS boards and boards of education was section 136ka, which provided for the establishment of joint committees. The section dealt with aspects of the creation of these committees, including:

- 1) the number of committees to be formed in a jurisdiction where an RCSS board is coterminous/coextensive with more than one board of education;
- 2) their composition and size;
- 3) their French-language representation;
- 4) the frequency of their meetings.

The legislation ensures that the committees will be properly equipped to address the needs of the jurisdictions they serve.

Joint committees provide a formal vehicle for school boards to review a range of issues that ultimately affect the wider community. Their exploration of such matters as the transfer or lease of facilities and the sharing of services, facilities, resources, and staff reflects a mandate to bring innovation and encourage a local response to the educational needs of young people in a given area.

The Planning and Implementation Commission has urged the committees to discuss a variety of potential needs, from the role of and responsibility for continuing education to future directions for secondary school programs, including curriculum review and development.

Previous issues of Success Through Cooperation have highlighted some of these needs and the actions taken by school boards working together to meet them.

Each year, a joint committee is expected to submit to the school boards it represents and to the Commission a report that details its deliberations, its recommendations to the school boards, and the results of its recommendations. In 1986 and 1987, memoranda were distributed requesting that boards submit their reports at the end of each calendar year.

The joint committees whose reports have been received met an average of four times in 1987. Many met as often as once a month. In addition, informal meetings were conducted, such as those held between directors of education who acted as resource persons supporting a committee. A few school boards reported that some type of liaison group had been active for a substantial period and pointed to well-established mechanisms that aided the joint committees' ability to identify issues of mutual concern.

The size of the committees varied widely. Although the legislation recommended the appointment of three representatives from each board (with provision for a fourth member where the delivery of French-language education warranted the creation of a French-language education council), the average combined membership was ten persons. Some committees had as many as twenty members.

The main areas of committee discussion were fairly similar. They dealt with establishing protocols for the transfer of designated persons (both academic and non-academic) and for the joint use or lease of facilities; the sharing of data contained in Plans for Secondary School Programs and corresponding Impact Statements; and, in some communities, negotiations surrounding the block transfer of a secondary school. Many reports noted the sharing of services; one committee reporting savings of over \$500 000 for the boards concerned as a result of cooperative efforts in transportation. Shared and leased facilities now exist in over fifteen jurisdictions in the province, and cooperative sharing of services exists in many more.

Many committees reported that their initial discussions served to open lines of communication and to identify possible issues. In some jurisdictions, innovative proposals such as cooperative public purchasing and a shared school-year calendar were discussed. Long-term planning was identified as a priority in areas such as vocational education.

For many joint committees, this first year has been a learning experience, and perhaps a first step in ensuring that the long-term educational needs of students are met. For some, the terms "informative", "positive", and "rewarding" characterized the process. In the words of one board, "The values of sharing information and attempting to make the most effective use of resources was regarded as worthy of pursuit."

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We welcome your comments about our newsletter "Success Through Co-operation". As well, the Commission would appreciate hearing about cooperation arrangements between schools or school boards in your jurisdiction.

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LA COMMISSION DE PLANTIFICATION **ET DE MISÉ EN OEUVRE**
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M5R 2A5
Nous serions heureux de recevoir
vos commentaires sur notre bulletin.
La Commission vous pose sur La coopération
entre partenaires d'exemples de
coopération entre Les écoles ou
Les conseils de voire secteur.

Ce projet de loi modifiant la loi sur l'éducation a été adopté en 1986, en Ontario. L'une de ses dispositions, l'art. 1, article 136ka, encourage la coopération entre les conseils d'écoles séparées catholiques et les conseils d'école laïques dans le même secteur. Cet article prévoit l'établissement de conseils mixtes et traite l'essentiellement, exercant leur compétence dans les mêmes points, notamment :

1) Le nombre de conseils pouvant être créés dans un secteur où il existe une forte concurrence entre deux conseils mixtes ;

2) La composition des conseils mixtes ;

3) La représentation de l'enseignement catholique dans les conseils mixtes avec plus d'un conseil d'éducation de territoire relevant de la compétence d'un conseil d'école séparée ;

4) La fréquence des réunions.

RAPPORT ANNUEL DES COMITÉS MIXTES

M. Pattiçon, secrétariat que le conseil d'écoles séparees ait sa propre école et qu'il nous accorde les programmes d'études techniques. Un tiers de nos installations est réservé aux ateliers et je crois comprendre que le conseil d'écoles séparees a l'intention, à long terme, d'acheter les programmes techniques du conseil d'écoles publiques en tant que le partage de l'école optimiste continue". M. Mulvey, lui, est plus optimiste quant à l'avvenir de la cohabitation : "En effet au contraire que le conseil d'écoles publiques du conseil d'écoles techniques du conseil d'écoles publiques en seraient que quelques ajustements au cours de la troisième année, nous devrions nous rendre jusqu'à la fin du contrat sans trop de difficultés. Je ne vois pas pourquoi il me serait pas possible de continuer à nous partager l'école tant que nous trouvons la place nécessaire. A mon avis, les deux écoles peuvent bénéficier de ce partage". La morale de cette histoire est que le bon volonté de certains amis, mais surtout celle des gens font preuve de bonne volonté.

annexe, dit-til. Dici là, l'efficacité des deux écoles s'élevera peut-être à plus de mille élèves, ce qui pourraît poser des problèmes au niveau de l'horaire. Une étude complète de la situation sera entreprise en juillet 1990, date à laquelle de nombreux enseignements devraient être délivrés à plus grande échelle. D'autre part, l'enseignement dans les deux dernières années de l'école devrait être assuré par un seul enseignant. Les deux directeurs s'entendent sur la nécessité de planifier à plus long terme pour maintenir la qualité de l'enseignement dans les deux dernières années de l'école.

Lependant, Les visites de l'école sont d'avais que Les rapports entre Les élèves semblent tout à fait amicaux. Après avoir rendu visite à Amherst et à Williamsburg, le protestation, à la suite de la promulgation de planification, le président de la Commission de l'éducation déclara que les établissements devraient être en mesure de faire face à toute situation de crise dans l'intérêt de l'enseignement. M. McCordic, qui a été nommé par la Commission de l'éducation pour remplacer M. McLean, a déclaré que l'impression générale était que les élèves se comporteraient de manière aussi bienveillante que les autres dans les classes et que les enseignants seraient également respectueux envers eux. M. McCordic a déclaré que les élèves se comporteraient de manière aussi bienveillante que les autres dans les classes et que les enseignants seraient également respectueux envers eux. La Commission de l'éducation a recommandé que les élèves soient autorisés à faire partie de l'école secondaire pour une période de deux ans, mais que cette décision ne devrait pas être prise avant l'automne prochain. La Commission a également recommandé que les élèves soient autorisés à faire partie de l'école secondaire pour une période de deux ans, mais que cette décision ne devrait pas être prise avant l'automne prochain.

Second

PARASCOLAIFES.

élèves surdouées; un élève de 1^{ère} collège général Amherst suit les cours de français de St. Thomas of Villanova. Chaque école administre ses programmes d'activités parascolaires.

On s'ingénierie surtout pour l'avvenir

Lorsqu'elle a ouvert ses portes, l'école catholique, ST. Thomas of Villanova compatait 94 élèves et 11.5 enseignants. Elle occupe une aile du premier étage (huit classes). Une salle à être convertie en chapelle et l'école a été disposée, à temps plein, des services de soeur Ann McDonald qui consacrille les élèves, organise les cérémonies liturgiques dans la chapelle, coordonne les messes mensuelles de l'école dans l'église paroissiale, et assure la liaison avec les écoles élémentaires et les paroisses d'où l'école tire sa population.

"D'un côté, dit-il, Les combats des deux systèmes séparent avantageusement les combats des deux possédeurs de l'établissement d'une école catholique dans des locaux occupés par une école protestante qui occupe dans des locaux occupés par une école catholique tout le programme du système protestant, on ne pourra pas enseigner dans l'autre, les combats des deux systèmes publics craignent de perdre leur école tard. Tout le monde s'attendant à un succès et c'est pour cela qu'il y a eu moins d'inscriptions que prévu. Toutefois, la cohabitation n'a pas été très heureuse tant de personnes avaient préféré. Nos élèves sont satisfaites des programmes scolaires et par conséquent leur somme offre des avantages nombreux au milieu.

regression d'Amherst qui tient compte de l'écologie ST. Thomas et de l'illanovala empêtrant les automobiles de l'école publique, tandis que quelques élèves de l'école publique, tandis que du service d'autobus de General Amherst profitent de l'illanovala pour les activités parascolaires.

Lorsque l'idée de partage a été abordée, suggestion, "Les contrôlables des deux systèmes ont eu des réactions négatives", souligne M. Mulvey.

Utilisation conjointe des installations
horizon. La régulation d'Amherstburg, où
l'avent bon nombre de personnes qui
travaillent à Windsor, ne se déplace pas.
L'école St. Thomas of Villanova a un secteur
de recrutement scolaire plus grand. Cette
augmentation d'effectif mettra nos
ressources à rude épreuve et elles ne sont
pas illimitées. A mon avis, le partage
n'est pas une solution à long terme, mais
plutôt une mesure provisoire qu'il demande
concessions et sacrifices.

M. Cliffe Pattison (à Gauché), directeur de M. Cliffe Pattison (à Gauché), directeur de l'École secondaire General Amherst, et M. Kevin Mulvey, directeur de l'école St. Thomas of Villanova, au cours d'une de leurs réunions.



Selon M. Mulvey, "Les rapports entre les administrations des deux établissements de santé mentale sont très possédifs. Mon directeur adjoint et moi-même rencontrons régulièrement les directeurs de l'autre école, qui font preuve de grande coopération. En ce qui concerne les enseignants, je ne serais pas tout à fait honnête si je disais qu'ils sont ravis de notre présence. Néanmoins, ils se conduisent de façon hautement professionnelle. Les élèves s'entendent bien, ils se retrouvent à la cafétéria, à La Bébilotéque et dans L'école, et les amitiés naissent entre les élèves des deux écoles. Quant à M. Patterson, il offre lui aussi de bons fatigues notre possibilité pour que tout se passe bien, mais cela exige beaucoup d'efforts. La disponibilité des deux activités paraît être pose le problème gymanases (un double, un simple) pour les deux accueils, mais dans deux ans, lorsqu'il y aura un plus grand nombre de deux sites sera nécessaire plus d'équipements, ce sera beaucoup plus difficile."

est reconnaisante

„La nécessité d'établir une nouvelle
école catholique dans le sud du comté était
évidente”, explique M. Kevin Mulvey,
directeur de l'école St. Thomas of
Villanova. „Les deux conséils ont étudié
la proposition de la Commission et ont
conclu que le partage de l'école
général Ahmed est tout à fait possible, du moins à
court terme.”

En vertu de cette entente, l'école
St. Thomas of Villanova offrira aussi le
programme de 10 ans à partir de
septembre prochain et celui de 11 ans
à partir de 1989. Bien que la direction et
le personnel de l'école ne pensent pas que
l'espace est un problème urgent, leur
épreuve à l'idée de dévoiler partagé est très difficile avec
des plus en plus d'élèves.

Le résultat de bon voisinage est mis à l'épreuve
à l'issue de deux périodes de 11 mois à la fin de chaque année
de septembre à mai. Les deux écoles devront alors se partager les élèves.
Le résultat de 1989. Bien que la direction et
le personnel de l'école ne pensent pas que
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épreuve à l'idée de dévoiler partagé est très difficile avec
des plus en plus d'élèves.

Les élèves qui habitent dans le sud du comté doivent effectuer un long trajet en autobus. Beant domine que l'école général Amherst a la place, La Commission de planification et de mise en oeuvre a amélioré, l'an dernier, quelques-unes des suggestions. La commission a demandé à Locaux. M. Jack Wilson, alors directeur de l'école, de soumettre un plan de répartition des locaux. Ce plan a été accepté et un contrat a été négocié et signé par les deux locaux.

Le programme permettant ainsi d'offrir un programme de 9 amme depuis septembre 1987.

8 500 habitants située sur les bords de la rivière Detroiti, à environ quarante-cinq minutes de vallée, au sud de Windsor.

1. L'école secondaire Général Amherst a été construite en 1922 et agrandie dans les années 1960; elle dessert Amherstburg ainsi que les localités rurales des environs.

Les habitants éprouvent encore un fort sentiment de loyauté envers leur école.

